

RtII

Just the Facts!

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Thanks for Inviting Me!!

RtII is **not** a
program!

It is a
framework that
drives
EVERYTHING
you do!

RtII is for
EVERYONE,
not just
certain
students or
teachers.

Tier 3

Tier 2

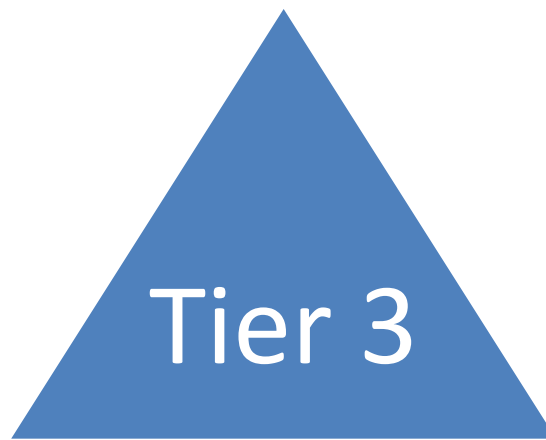
Tier 1

Tier 1

- Solid Core instruction, taught with **Fidelity**.
- Benefits all students. *No one is ever pulled from a core class for remediation!*
- Norm referenced benchmark tests given regularly, at least 3 times a year.
 - 4Sight, Dibels, G-Made, etc.
- Data analysis of benchmark test results by Core Team and entire staff.
- Results of data analysis used to group students and drive instruction.

Tier 2

- Strategic students, those who need a moderate amount of assistance in specific skills.
- Given remediation in specific skills at least 2 times a week for at least 30 minutes using research-based materials.
- Progress monitored twice a month using research-based, grade level materials.



- Intensive students who need the most assistance in specific skills.
- Given remediation in specific skills at least 3 times a week for at least 30 minutes using research-based materials.
- Progress monitored once a week using research-based, grade level materials.

Which skills do the DIBELS measures access?

The DIBELS measures were specifically designed to assess the Big Ideas of early literacy: **Phonological Awareness, Alphabetic Principle, Fluency with Connected Text Vocabulary, and Comprehension**. The measures are linked together and have been found to be predictive of later reading proficiency.

Combined, the measures form an assessment system of early literacy development that allows educators to readily and reliably determine student progress.

Measures of Phonological Awareness:

- Initial Sounds Fluency (ISF): Assesses a child's skill at identifying and producing the initial sound of a given word.
- Phonemic Segmentation Fluency (PSF): Assesses a child's skill at producing the individual sounds within a given word.

Measure of Alphabetic Principle and Phonics:

- Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well as their ability to blend letters together to form unfamiliar “nonsense” words.
- Oral Reading Fluency (ORF): If accuracy is less than 95%.

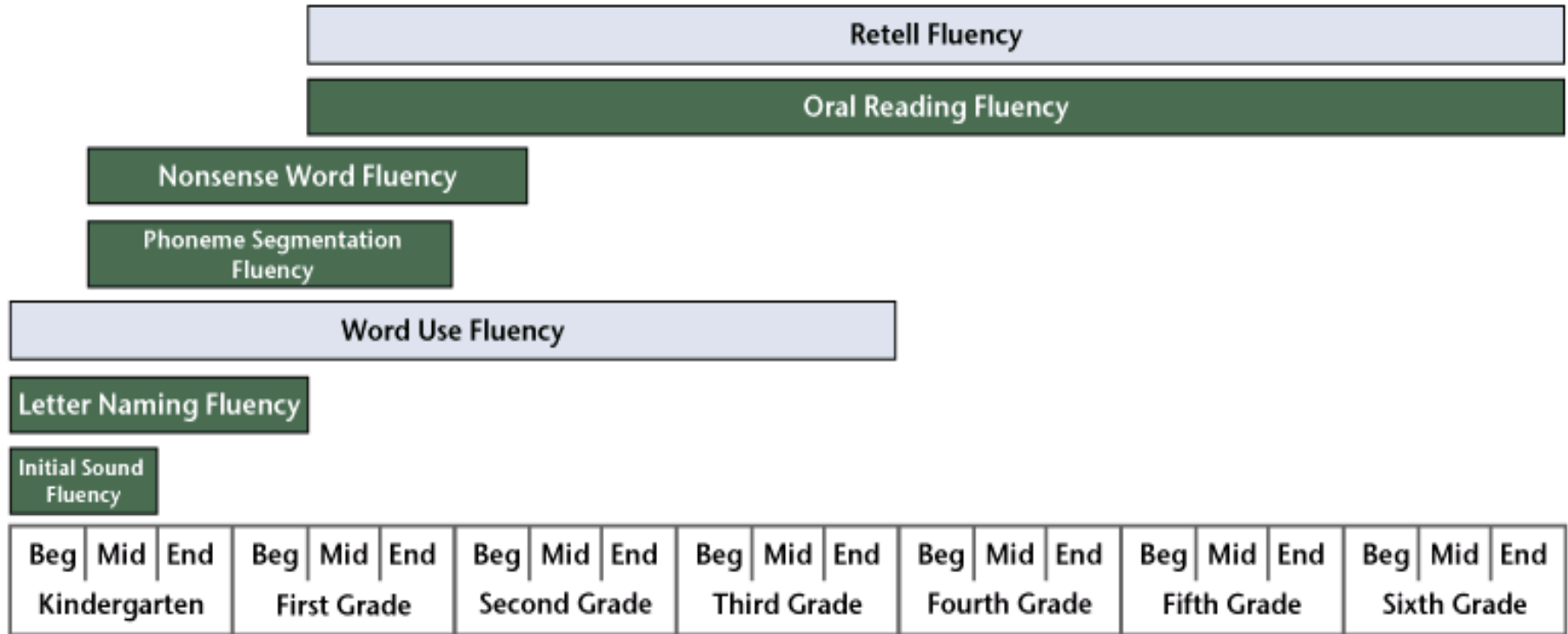
Measure of Accuracy and Fluency with Connected Text:

- Oral Reading Fluency (ORF): Assesses a child's skill at reading connected text in grade-level materials.

Measure of Comprehension:

- ORF and Retell Fluency (RTF): Assesses a child's understanding of verbally read connected text.

DIBELS Measures



This timeline shows the administration periods for each of the required (blue bars) and optional (gray bars) DIBELS measures.

Let's go to the handouts!

Questions Answered:

- Benchmark students should be given enrichment, they can be progress monitored if time and resources allow.
- Preparation and staff development will depend on your own needs. Fidelity of the core instruction is most important, followed by proper benchmark assessment protocols. Then any remediation programs you might use that are unfamiliar to the staff.
- The skills that are remediated are chosen from the benchmark assessment data results.
- Core Team (reps from all grades) meets at least once a month to review progress monitoring.

- Remediation groups are fluid, children move between groups when necessary, generally every 4-6 progress monitoring points.
- Benchmark scores are sent home to parents. If a parent requests testing for special education, they are brought in for a parent meeting and the progress monitoring data is reviewed with them, if they still choose to have the child tested, testing is done. Most times the parent is content to wait and see.
- We do math remediation as well, but we started with only reading. You should too!
- We use SIRF forms to compile our data meeting outcomes. I can send you a digital copy when you are ready.

- Teacher/student ratio for strategic groups is about 15-18.
- Teacher/student ratio for intensive groups is as small as we can work out.
- It depends on your amount of staff and the size of your groups.
- We involve EVERYONE in the teaching of the groups. Gym teachers facilitate Headsprouts and Study Island groups. The librarian takes a group. Anyone who is free in the schedule will have a group.
- We worked very hard on our schedule over the course of several years to find the best one that will allow for the most staff to be free to help with remediation/enrichment.

Materials We Use:

- Dibels – for benchmark testing and for progress monitoring and some remediation.
- Florida Center for Reading has GREAT resources and they are FREE to download!! We made binders for all the teachers.
- We purchased Headsprouts for reading remediation, it is a web based program. We really like it.
- We use Study Island in 2nd grade for enrichment.
- We use Quick Reads in 2nd grade also.

Materials cont.

- <http://www.fcrr.org/fcrrreports/creportscs.aspx?rep=supp>

Will give you a list of supplemental materials and the areas they cover.

Supplemental Intervention Reading Programs

Supplemental Intervention Reading Programs (SIRP) are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in one or more specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the additional instruction and practice provided by Supplemental Intervention Reading Programs.

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
100 Book Challenge	2	PreK-12	n/a	n/a	n/a	n/a	+	d, e
Accelerated Reader	2, 3	K-12	n/a	n/a	n/a	n/a	+	d, e
Barton Reading & Spelling System	2, 4	K-12+	+++	+++	+++	n/a	n/a	a, b, c, d, h
Building Vocabulary Skills	2, 4, 5	K-6	n/a	n/a	n/a	+++	n/a	a, b, c, d, j
Comprehension Plus	2	1-6	n/a	+	n/a	+	+++	a, b, c, d, k
Critical Reading Series	2	6-12	n/a	n/a	n/a	n/a	+	e
Discover Intensive Phonics for Yourself	2, 3, 5	K-12+	+	+++	n/a	+	n/a	a, b, c, d, h
Edmark Reading Program*	2	Pre K-12						
Elements of Reading, Comprehension	2	K-3	n/a	n/a	n/a	n/a	++	c, k
Elements of Reading, Fluency	2	1-3	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Elements of Reading, Phonics and Phonemic Awareness	2	K-2	+++	+++	n/a	n/a	n/a	a, b, c, d, g
Elements of Reading, Vocabulary	2	K-5	n/a	n/a	n/a	+++	n/a	a, b, c, d, j
Failure Free Reading	2, 3, 4, 5	1-12	n/a	n/a	++	++	+	c, d
Fast Forward Language	2, 3, 5	K-12	+++	n/a	n/a	+	+	f
Fluency First!	2	K-3	n/a	n/a	++	n/a	n/a	a, b, d, i
Fluency Formula	2, 5	1 to 6	n/a	n/a	++	n/a	n/a	c, d, i
Great Leaps	2, 5	K-12+	n/a	+	+++	n/a	n/a	c, d, i
Jamestown Education's Five-Star Stories and Six-Way Paragraphs	2	6-12	n/a	n/a	n/a	n/a	+	e
KidBiz2000 and TeenBiz2000	2, 3, 4	K-12	n/a	n/a	+	+	++	d, e

www.interventioncentral.org

Has a great Reading Interventions Manual to download (only 52 pages).

Plus they have a lot of other goodies as well. 😊

More Questions????

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Or

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